



*Journal of Education, Teaching and Learning*  
 Volume 2 No 2 September 2017. Page Number 133-137  
 p-ISSN: 2477-5924 e-ISSN: 2477-4878



Journal of Education, Teaching and Learning is licensed under  
 a Creative Commons Attribution-Non Commercial 4.0 International License.

## English Speaking Learning through The "English Area" Program in Smk Negeri I Gorontalo

Sartin T Miolo<sup>1)</sup>, Emzir<sup>2)</sup>, Yumna Rasyid<sup>3)</sup>

<sup>1)</sup>*Gorontalo State University, Gorontalo, Indonesia*  
*E-mail: sartinmiolo@yahoo.co.id*

<sup>2)</sup>*State University of Jakarta, Indonesia*  
*E-mail: emzir.unj@gmail.com*

<sup>3)</sup>*State University of Jakarta, Indonesia*  
*E-mail: yumna.rasyid@unj.ac.id*

---

**Abstract.** The purpose of this research is to know how the learning process speaks English through "English Area" Program at SMK Negeri I Gorontalo. The method used in this research is descriptive qualitative method. The data source is students in SMK Negeri I Gorontalo Class XI academic year 2015/2016. Data were collected using direct observation techniques on learning activities, interviews with teachers of English and students, documentation of learning outcomes and student achievement outcomes. The results show that the "English Area" program is well used to improve students' English speaking skills and can motivate them to use English. The conclusion is that English teachers at SMK Negeri I Gorontalo managed to create a way to make learners happy and interested in English speaking learning and their achievements increased.

**Keywords:** Speaking; English Area; Learning

---

### I. INTRODUCTION

Producing a good achievement, especially in English, there is a need for continuous training and habituation and strong efforts of teachers. Multi-dimensional learner enhancement and practical exercises and social processes are needed to successfully boost self-confidence and encourage learners to practice well. Learning done in the classroom is something that is usually done by learners and teachers from their early school sitting. Another effort is to conduct learning outside of the classroom so as to generate a sense of more pleasure and passion for learners or learners to practice and apply the use of more natural spoken language.

Similarly, what happened in SMK Negeri I Gorontalo which is one of the favorite schools in Gorontalo Province that every year learners get various achievements both at regional and national

level, especially in the field of English. Learners from this school during each passing period to participate in an English debate contest at the national level. English-Contest and English Contest contest at Gorontalo Province level held annually by Gorontalo Provincial Education Office, SMK Negeri I Gorontalo always grab the First Rank. Other English competitions such as copyrighted and poetry reading in English, English Debate Competition organized by Major English Language State University of Gorontalo, which involves all high school and vocational schools in Gorontalo Province then SMK Negeri I Gorontalo school always gets a rating.

Achievements obtained by these learners certainly not achieved just like that easily. One of the missions contained in the school's vision of "Improving English Proficiency for School Residents" is one of the driving force for teachers, learners and schools to achieve good achievement in

English subjects. Another thing that also supports the English teachers have the skills and competencies in the field of English language learning and the desire for their students to have good achievements in the field of English. Besides, it has become common knowledge that although learners have been studying for many years from elementary, high school, high school or university level, the ability to speak English is still low especially the schools that are far away in areas that have access and learning facilities low quality compared to those in cities. Based on this matter, then conducted by teachers to improve and hone the ability to speak English learners through the program "English Area". At rest, English teachers are placed at certain points where the designated area, learners, and teachers are required to use English. For students especially those who use English will be rewarded, while those who enter the area and do not use English are not given punishment but they can join their friends either from outside the class together learn English when they are in where the "English Area" program is located.

In relation to the above description, the researcher needs to conduct a scientific study through research on "English Area" program as one of the ways done by English teachers in language learning to improve and develop the ability to speak English in SMK Negeri I Gorontalo ".

#### *English Learning*

Brown (2007: 8), explains that learning is "the acquisition or acquisition of knowledge about a subject or a skill with learning, experience or instruction". This means that learning that occurs in the classroom can convey messages in the form of knowledge, skills, and attitudes of teachers to learners. Brown states that learning is to show or help someone learn how to do something, instruct, guide in the assessment of something, prepare knowledge, make know or understand ".

The term "instruction" is broader than "teaching". Learning should result in learning to learners and should be done a systematic planning, while teaching is only one application of learning strategies among other learning strategies with the main purpose of conveying information to learners. The difference between the terms "teaching" and "instruction" can be observed in the table below according to Siregar (2010: 13).

Table I  
Differences Between Teaching Terms and Instruction

No.	Teaching	Instruction
1.	Conducted by those who work as teachers	Implemented by those who can make people learn
2.	The goal is to convey information to the learners	The goal is to happen to learn on student / student learning
3.	It is one of the application of learning strategy	A way to develop an organized plan for learning purposes
4.	Learning activities take place when there is a teacher / teacher	Learning activities can take place with or without the presence of teachers

From the definition shown in the table above it can be said that the term "learning" (instruction) is broader than the "teaching" (teaching). Learning should result in learning to learners and should be done a systematic planning, while teaching is only one application of learning strategies among other learning strategies with the main purpose of conveying information to learners. If you note, the difference between these two terms is not trivial but has shifted the educational paradigm, from the original. Educational activities that were originally more "teaching" oriented (more role-playing teachers) have shifted to the concept of "learning" (planning activities oriented to learners for learning within themselves). The concepts that exist in English language learning especially in speaking lessons using the "English Area" technique are very supportive of what is explained in the different teaching and learning.

To obtain the achievement of foreign language learning the maximum required a variety of support in the form of media, methods, techniques, and a particular approach in accordance with language learning. The process of learning with materials, media, methods, techniques, and appropriate approach will facilitate the material delivered well absorbed by the learners.

In learning a foreign language a teacher is required to be creative, creative and skilled in delivering the material to be delivered in stages in accordance with the level of ability of learners so that learners can receive the material well. So the learning process is strictly regulated by providing motivation in preparation for the text, then the presentation of the text until the exercise to activate the expression contained in the text. As Harmer explains, there are a variety of theories and techniques that can be used in foreign language learning that may be able to adopt learning by acquiring or learning a second language where the language used is available. Further, Harmer takes Krashen's view on that the learned language input is available and can be spontaneously

generated. In contrast to learning a foreign language that is learned consciously so as to produce language spontaneously is also somewhat difficult. It is said that acquiring a language will be much easier than learning a language. Foreign language learning is the acquisition of a second communication language. The ability to use a foreign language will develop automatically if learners are directed to focus on using the language to communicate so that the goals to be achieved in foreign language learning can be achieved. In the context of language learning as a foreign language, learners do not have a ready-to-use form of communication outside the classroom, because the context can only be obtained in language learning groups where the situation is created in the classroom or outside the classroom, through media, books or foreigners. Whereas in the context of first and second language learning, the target language or language being studied in the classroom is also available outside the classroom. Therefore, the English teacher at SMK Negeri I Gorontalo creates speech learning techniques using the English Area so that the atmosphere created during speaking activities can approach what is expected in real foreign language learning.

## II. RESEARCH METHOD

This research was conducted at SMK Negeri I Gorontalo class XI student of academy year 2015 / 2016. The research was conducted for one semester from February until June 2016. The research method used is descriptive qualitative method. Sources of data in this study are the learners involved and participate directly in the activities of "English Area". At each place collected 12 to 15 students for each location. The total number of locations prepared for the "English Area" is 5 points, ie in the school park, there are two locations, in front of the library one location, in addition to the school canteen and beside the school sports field one point location. The total number of students who participated in the event amounted to 50 people. Each location between 10 to 12 people Data is collected through observation or direct observation, through recording, teacher and student interviews and documentation of learning outcomes and achievements obtained by teachers. Data obtained from the observation, interview and documentation are analyzed and interpreted qualitatively.

## III. RESULT AND DISCUSSION

*Program "English Area" at SMK Negeri I Gorontalo.*

In the effort of teachers to develop and improve the achievement of English-speaking learners who are focused on speech skills, especially the pronunciation (pronunciation) and the possession of more language vocabulary then various ways done by teachers so that their language potential can be developed. But not only skilled in the pronunciation but also the mastery of grammar is very helpful for learners to learn English to be better. One way that teachers create by motivating learners is through a program called "English Area". SMK Negeri I Gorontalo is a school in Gorontalo which first implemented the program since 2009. The learning process in this program is language learning that takes place outside the classroom involving all English teachers as a guide and companion who intend to motivate and help learners familiarize themselves in English language. Also added that through the program is intended to student achievement who have been obtained in the English race contest is maintained. Not only the award of the contest obtained by the learners, the alumni of SMK Negeri I Gorontalo who mostly became students at the State University of Gorontalo (UNG) major English Department has a good achievement. They always represent UNG to contest at the national level on the National Debate Competition.

The English Area Program needs some preparation to get it right. Arrangement and selection of locations and places that allow discussion and conversation to occur naturally for learners and their neighbors as well as with teachers will occur interaction conversation. The selected venues are school parks with seats and tables, a courtyard near the sports center, the school cafeteria, next to the library as the usual place for students to gather. Besides determining and setting up strategic locations and points, language teachers prepare gifts of food and soft drinks that will be passed on to learners or students who participate more in conversations. At any point or location selected there are one or two English teachers and students who have been selected to help those with better language skills than other students to assist.

Furthermore, the materials, topics, and materials the focus of the discussion on the lesson is prepared by the teacher. The materials and materials in the form of pictures of famous people in the form of heads of state, artists, leaders of areas known by the students, pictures of sights, pictures of typical regional food that everything becomes something that can be spoken by the students and teachers. For example, during the implementation of this program has been determined the theme of learning is

describing people, describing thing, Master has prepared a picture of President of America at that Barrack Obama, President of RI, Joko Widodo, Governor of Gorontalo, and singer Ariel Noah. The selection of such material is meant for the learner to speak more by looking at the picture. They are also given the freedom to portray themselves to others who are known so that these learners can be hooked to speak. This English Area Program is implemented on student learning breaks so it is expected that all are involved although there are also some who do not join the program. This program can be categorized as one good way to motivate English learner learners. Learners feel happy and interested in conversations naturally and differently from those done in the classroom, free to interact with fellow friends and teachers.

English-speaking learning techniques using the program "English Area" is already there before as found in the English Village Kediri the first time sparked by Mr. Kalend Osein in its efforts to improve the English language ability of the Pare community and improve the welfare of the citizens. However, the system implemented in Pare Kediri is different from what is done in SMK Negeri I Gorontalo. English Learning in Kediri English Village, learners should live and be housed in a building site prepared to receive time-limited learning when selecting an existing package. The learners during their stay in the dormitory studied throughout the day, conducted discussions, memorized a number of pre-determined vocabularies by teachers, taught grammar and speaking practice. This writer knows when visiting the place.

The English Area Program implemented in SMK Negeri I Gorontalo is more on the application and continuation of the application of learning in the classroom and using the students break time outside the classroom using English. The time is done twice a week. The preparation of the venue for the "English Area" implementation has been prepared by English teachers who share the responsibility of being the executor and assisted by other learners. Teachers also provide prizes to be given to learners who actively participate in the teacher's choice. Students who have already participated in a particular point or spot can move on to other groups as freely and join in with others so that those with multiple participation will gain many prizes. And this is very interesting for students to participate actively participate in a healthy competition and smoothen speaking English. So that in English debate competition arena both at local, regional and national level learners this is what always represent the school achievement and success.

But of course, there are still shortcomings in the program, especially the limited funding of the school for the preparation of learning ammonia, prizes given to students considering the number of participants who participated quite a lot. So the school is only able to implement it for one semester in one year of learning.

Learning media in the form of pictures - pictures, photographs and other language materials that become learning aids prepared by the teacher himself on his own creation. It is also a constraint for teachers to limit funds to the preparation and supply of such learning materials and tools. Not infrequently the teachers help each other and exchange of learning supporting materials so that there are different variations so that students are interested to conduct learning activities.

#### *English Language Learning at SMK Negeri I Gorontalo*

Various methods, techniques of foreign language learning model sought and found by language teaching experts to be applied in foreign language learning for the expected results are achieved that is increasing the motivation and ability of students using target language. Language linguists, and teachers and educational stakeholders seek and seek to find the best ways and methods that can be used so that the change in the use of foreign language learning methods is constantly changing and improving. Not only are they linguists and experts on language learning, learner and linguistic teachers are always looking for the effort and the way as the linguists do in order to improve their learning ability in the better. Of course, in every existing method, there are advantages and disadvantages so that in its application requires merger and complements for others. Various learning methods emerged such as direct methods, communicative methods, cooperative learning methods all aimed at improving the language skills of the learners.

Similarly, English learning materials that include material short texts in discourse interpersonal, functional and functional specific descriptive, recount, narrative, factual report, analytical exposition, news items and text procedure. Language skills include speaking skills, reading, writing, and linguistic elements in it include markers of discourse, vocabulary, grammar, speech, word pressure, intonation, spelling, punctuation, and neatness of handwriting. The materials are mostly drawn from compulsory textbooks of English for SMA / SMK and other supporting materials all designed to facilitate language learning.



Based on existing materials, on the implementation of the English Area, teachers select materials tailored to the material learned in the classroom in particular and adapt to the learning objectives of the speaking skills to be achieved. Basically, types of approaches and methods of learning and instructional techniques have been included in the Learning Program Plan, such as the Scientific Approach, the method of Project Based Learning, Discovery Learning and so forth. The use of various variations of teaching methods such as this is necessary considering the ability and background and opportunities of learners are different when learning English. This is in line with the opinion of Harmer (2005: 62) that, the method is a practical realization of a teaching approach. These methods are the demands of the 2013 Curriculum that should be applied in classroom learning. Thus what has been learned and done in class by the students will be easier implemented outside the classroom during learning to speak through the technique "English Area".

To support learning outside of the classroom, media and learning tools are needed in the learning process with the "English Area" program as learning in the classroom. The use of learning media in the form of concrete objects and images - pictures that have been created by the teacher so that students understand the material well and function for student performance and generate a sense of pleasure in students participate actively. Arsyad (2011: 3) explains that the media in teaching and learning process tends to be interpreted as graphics, photographic, or electronic tools to capture, process and rearrange visual or verbal information. Various media can be used to support effective, efficient, and engaging learning activities. The role of teachers, especially English teachers such as creative, skilled, innovative, information, facilitator, resource, motivator, creator, inspirator, mediator for students to learn and improve self-competence can be a strength for students themselves to increase their potential. Learners who act as active learners, as motivators and learning partners both for fellow learners and for teachers will help each other improve their competence and skills so that learning becomes meaningful and the ability of students to develop.

#### IV. CONCLUSIONS

From the results of this study should the teachers especially English teacher teachers can apply the technique "English Area" in an effort to improve the ability to speak English-speaking learners who involve fellow students and teachers

English outside the classroom supported by students who have the ability more in speaking English.

As an effort to improve the competence and achievement of students in using foreign language in English, in terms of providing guidance in learning requires teachers who have creative and creative and innovative in creating learning techniques that delight students so that students have the ability to develop the potential it has.

Foreign language learning, especially speaking learning, is a lesson that requires habituation through training exercises and adequate vocabulary ownership using appropriate grammar as well as the "English Area" program of learners and teachers providing mutual support and motivation for improving the ability to speak English. The good learners and increased ability are always included in the competitions and competitions in English and always win the championship. This is the benchmark of the success of the program "English Area" managed to help improve students' speaking skills at SMK Negeri I Gorontalo.

#### REFERENCES

- Abbot, Gerry, John Greenwood, Douglas M.C Keating. (1981). *The Teaching of English as an International Language. A Practical Guide*. London: Collins ELT.
- Arsyad, Azhar. (2011). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Brown, H. Douglas. (2007). *Prinsip Pembelajaran dan Pengajaran Bahasa*. ,terjemahan Noor Cholis dan Yusi Avianto. Jakarta: Kedutaan Besar Amerika Serikat.
- Dean, Brown, James. (1995). *The Element of Language Curriculum. A Systematic Approach to Program Development*. Boston, USA: Heinle & Heinle Publishers.
- Haycraft, John. (1987). *An Introduction to English Language Teaching*. Longman: Singapore.
- Mickan Peter, Johanna Moteram. (2008). *An Ethnographic Study of Classroom Instruction in IELTS Preparation Program*. IELTS Australia. Australia.
- Nunan, David. (1989). *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Siregar, Eveline. *Teori Belajar dan Pembelajaran*. Bogor: Ghalia Indonesia, 2010.